

Leadership and Identity: Beliefs

Self-Assessment

Use this assessment to help facilitate an authentic reflection of your instructional, cultural, and operational beliefs.

Instructional Beliefs	Cultural Beliefs	Operational Beliefs
<ul style="list-style-type: none"><input type="checkbox"/> I believe in a leader's agency and responsibility to disrupt patterns of inequity within a system.<input type="checkbox"/> I believe that high-quality curriculum is a key component in providing access to GLEAM™—grade-level, engaging, affirming, and meaningful—instruction.<input type="checkbox"/> I believe grade-level expectations can be met through relevant content.<input type="checkbox"/> I believe students have the right to demonstrate knowledge in multiple ways.<input type="checkbox"/> I believe that all students deserve access to a standards-based curriculum that is grade-level, engaging, meaningful, and affirming.<input type="checkbox"/> I believe all students should be taught by highly qualified teachers.	<ul style="list-style-type: none"><input type="checkbox"/> I believe that all students, teachers, and careholders are part of the learning community and must play a role in decision-making.<input type="checkbox"/> I believe that all careholders of my school community come with assets and can succeed.<input type="checkbox"/> I believe in distributive leadership.<input type="checkbox"/> I value the diversity and cultural wealth in my community.<input type="checkbox"/> I must know the cultures within my district and/or school.<input type="checkbox"/> I believe that talking about race and its impact on individuals and systems is an important step in addressing inequities.<input type="checkbox"/> I believe that regular reflection about the intersection of individual identity markers, racial literacy, and content expertise influences state, district, and school-based decisions.	<ul style="list-style-type: none"><input type="checkbox"/> I believe clear protocols and tools build accountability and transparency around a collective “how.”<input type="checkbox"/> I believe in the agency and responsibility to make operational decisions with an equity lens.<input type="checkbox"/> I believe in differentiating communication channels to provide access to information and share values and beliefs with careholders.<input type="checkbox"/> I believe in proactively creating space for discretionary funding to respond flexibly to the specific needs of my evolving community.<input type="checkbox"/> I build relationships and foster connections with aligned partners that can support or enhance instructional, cultural, and operational goals.<input type="checkbox"/> I believe that operational decisions around things like calendars, professional learning time, facilities, and resource allocation have a deep impact on student learning.

	<input type="checkbox"/> I believe in equitable and accessible alternative programs as pathways to college and career for diverse learners and students with interrupted learning due to matters involving the justice system, social services, houselessness, pregnancy, transient/migrant status, etc.	
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Now that you've completed your assessment, think about the following questions:

- Who do you need to galvanize?
- What are the actions that best align with equitable instructional outcomes?
- How do you consistently reassess or monitor your overall leadership practice/actions?